

**Teaching American History for All**  
**MDUSD/UCB H-SSP**  
**5<sup>th</sup> Grade Lesson: “Conflicts with American Indians”**

**Developed by:** Kimberly Leyden

**Teaching American History Grant Focus Question:**

How did definitions of citizenship change from the 17<sup>th</sup> century to the 20<sup>th</sup> century?

**5<sup>th</sup> Grade Yearlong Question:**

How did Americans change from being colonial subjects to American citizens?

**Unit Focus:**

Settling the Colonies

**Unit Focus Question:**

What factors helped shape the economic and political development of the thirteen British colonies?

**Unit Working Thesis:**

The economic and political development of the Northern, Middle, and Southern colonies depended on the distinct people who settled in the region, the settlers' different reasons for founding colonies, and the varied resources available in the regions they settled.

**Lesson Focus Question:**

What actions did the Europeans take during the colonial period and how did the Tuscarora respond?

**Lesson Working Thesis:**

During the colonial period the Europeans attacked the Tuscarora and the Tuscarora fought back.

**Reading and Writing Strategy:**

READING: Sentence deconstruction  
Cause and Effect chart

WRITING: Paragraph response

**Suggested Amount of Time:**

One class period

**Textbook:**

*The United States: Making a New Nation.* Orlando, Florida: Reflection Series, Harcourt School Publishers, 2007, Chapter 7, pps 278-278

**Other Resources:**

**Context of the lesson in the unit (and its connection to Citizenship):**

This lesson is part of Lesson 1: Settling the South. Later lessons in this chapter cover other aspects of the Southern Colonies.

**Lesson Procedure:**

## 1. Reading Strategy #1: Text and Sentence Deconstruction

- Pass out “Conflicts with American Indians” text and Sentence Deconstruction Chart.
- Read the text: Teacher guided choral reading.
- Students work with a partner to circle the verbs and then review as a class.
- Students work with a partner to complete the sentence deconstruction chart. Encourage students to use the last column for comments and questions. Review and discuss the chart as a class.

## 2. Reading Strategy #2: Cause and Effect

- Pass out Cause and Effect Chart.
- Using the sentence deconstruction chart, teacher completes the cause and effect chart with the students.
- When the chart is complete, teacher guides students in a discussion of events leading to the Tuscarora Indians leaving their land. (*Focus on cause and effect*)

## 3. Writing Strategy #1: Writing a paragraph with a scaffold outline

- Students will need cause and effect chart.
- Pass out paragraph outline with writing prompt.
- Teacher scaffolds writing assignment to show students how they will write the paragraph using information from the cause and effect chart.

**History-Social Science Content Standards:**

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

**Historical and Social Sciences Analysis Skills:**

## Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.

**Reading/Language Arts Content Standards:**

## Reading

1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

## Writing

1.2 Create multiple-paragraph expository compositions.

## Conflicts with American Indians

(pages 278-279 abridged)

As more Europeans arrived in the southern colonies, their settlements began to spill over onto American Indian lands. In Northern Carolina, for example, German and Swiss settlers destroyed the Tuscarora village of Chattawka in order to build the settlement of New Bern. During that time, one settler said that the other colonists had:

**“cheated these Indians in trading, and would not allow them to hunt near their plantations, and . . . took away from them their game (animals), arms, and ammunition.”**

In 1711, these and other land losses caused the Tuscarora to attack several settlements. The Indians hoped to frighten away the settlers, but their attacks led to the Tuscarora War. By 1714, when the war finally ended, 950 Tuscarora Indians had been either killed or captured and sold into slavery.

Settlers in the Southern Colonies kept pushing the Tuscarora away from their lands. As their numbers decrease, several American Indian groups decided to move west to lands that European settlers had not yet reached.

Instructions:

Circle the verbs

**Conflicts with American Indians:****Unit 3, Chapter 7, Lesson 1, page 278-279**

| <b>-Time marker</b><br>-Connector words<br>-Prepositional phrase<br>-Circumstances | <b>Who (subject)</b><br><i>Participants</i> | <b>Action words</b><br>(verbs/ verb<br>phrases) | <b>Who, What, Where</b><br><i>Message</i> | <b>Questions or conclusions-</b><br><b>What connections can you</b><br><b>make from this information?</b> |
|--|---|---|---|---|
| As more Europeans arrived in the southern colonies,                                | their settlements                           |   |   |   |
| In Northern Carolina, for example,   | German and Swiss settlers                   |   | the Tuscarora village of Chattawka        |   |
| in order to  |   |   | the settlement of New Bern.               |   |
| During that time,  | one settler                                 |   | that the other colonists had:             |   |
|  |   |   | these Indians in trading,                 |   |
| and  |   |   | them to hunt near their plantations,      |   |
| and  |   |   |   |   |
| In 1711,   | these and other losses                      |   |   |   |
|  | The Indians                                 |   |   |   |
| but  | their attacks                               |   |   |   |
| By 1714, when the war ended,   | 950 Tuscarora Indians                       |   |   |   |
|  | Settlers in the Southern Colonies           |   |   |   |
| As their numbers decrease,   | several American Indian groups              |   |   |   |

**Focus Question:** What actions did the Europeans take during the colonial period and how did the Tuscarora respond?

**Conflicts with American Indians (ANSWER KEY)**  
**Unit 3, Chapter 7, Lesson 1, page 278-279**

| <b>-Time marker<br/>-Connector words<br/>-Prepositional phrase<br/>-Circumstances</b> | <b>Who (subject)<br/><i>Participants</i></b> | <b>Action words<br/>(verbs/ verb<br/>phrases)</b> | <b>Who, What, Where<br/><i>Message</i></b>                               | <b>Questions or conclusions-<br/>What connections can you<br/>make from this information?</b> |
|---|--|---|--|---|
| As more Europeans arrived in the southern colonies,                                   | their settlements                            | <i>began to spill</i>                             | <i>over onto American Indian lands.</i>                                  |   |
| In Northern Carolina, for example,  | German and Swiss settlers                    | <i>destroyed</i>                                  | <i>the Tuscarora village of Chattawka</i>                                |   |
| in order to   |  | <i>build</i>                                      | <i>the settlement of New Bern.</i>                                       |   |
| During that time,   | one settler                                  | <i>said</i>                                       | <i>that the other colonists had:</i>                                     |   |
|   |  | <i>"cheated</i>                                   | <i>these Indians in trading,</i>   |   |
| and   |  | <i>would not allow</i>                            | <i>them to hunt near their plantations,</i>                              |   |
| and   |  | <i>took away</i>                                  | <i>their game (animals), arms, and ammunition."</i>                      |   |
| In 1711,  | these and other losses                       | <i>caused</i>                                     | <i>to attack several settlements.</i>                                    |   |
|   | The Indians                                  | <i>hoped</i>                                      | <i>to frighten away the settlers,</i>                                    |   |
| but   | their attacks                                | <i>led</i>  | <i>to the Tuscarora War.</i>   |   |
| By 1714, when the war ended,  | 950 Tuscarora Indians                        | <i>had been</i>                                   | <i>either killed or captured and sold into slavery.</i>                  |   |
|   | Settlers in the Southern Colonies            | <i>kept pushing</i>                               | <i>the Tuscarora away from their lands.</i>                              |   |
| As their numbers decrease,  | several American Indian groups               | <i>decided</i>                                    | <i>to move west to lands that European settlers had not yet reached.</i> |   |

**Focus Question:**

**What actions did the Europeans take during the colonial period and how did the Tuscarora respond?**

### Cause and Effect

| <i>Cause</i>  | <i>Effect</i> |
|---|---------------|
| <p><i>[Because]</i></p> <ul style="list-style-type: none"> <li>• German and Swiss settlers destroyed the Tuscarora village of Chattawka</li> <li>• cheated these Indians in trading</li> <li>• would not allow them to hunt near their plantations</li> <li>• took away their game, arms, and ammunition</li> </ul> |               |
| <p><i>[Because]</i></p> <p>the Tuscarora attacked several settlements</p>   |               |
| <p><i>[Because]</i></p> <p>of the Tuscarora War</p>   |               |
| <p><i>[Because]</i></p> <p>of the decrease in number of Tuscarora Indians</p>   |               |
|   |               |

Focus Question: What actions did the Europeans take during the colonial period and how did the Tuscarora respond?

**Cause and Effect**

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|---|---|
| <p><i>[Because]</i></p> <ul style="list-style-type: none"> <li>• German and Swiss settlers destroyed the Tuscarora village of Chattawka</li> <li>• cheated these Indians in trading</li> <li>• would not allow them to hunt near their plantations</li> <li>• took away their game, arms, and ammunition</li> </ul> | <p><i>the Tuscarora attacked several settlements</i></p>                            |
| <p><i>[Because]</i></p> <p>the Tuscarora attacked several settlements</p>   | <p><i>which led to the Tuscarora War</i></p>  |
| <p><i>[Because]</i></p> <p>of the Tuscarora War</p>   | <p><i>950 Tuscarora Indians were killed or captured and sold into slavery</i></p>   |
| <p><i>[Because]</i></p> <p>of the decrease in number of Tuscarora Indians</p>   | <p><i>Tuscarora Indians decide to move to lands not yet settled by European</i></p> |
|   |   |

Focus Question: What actions did the Europeans take during the colonial period and how did the Tuscarora respond?

Conflict with American Indians  
**BASIC ANALYTICAL PARAGRAPH FRAME/OUTLINE Key**

**Focus Question: What actions did the Europeans take during the colonial period and how did the Tuscarora respond?**

**Thesis statement:**

During the colonial period the Europeans attacked the Tuscarora and the Tuscarora fought back.

**Evidence (Category) 1:** Settlers \_\_\_\_\_

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**Evidence (Category) 2:** In response, \_\_\_\_\_

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**Evidence (Category) 3:** This led to \_\_\_\_\_

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**Analysis:** Because of the decrease in numbers \_\_\_\_\_

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**Concluding statement:**

In conclusion, the Tuscarora resisted the European attacks but ultimately ended up giving up their land.

Conflict with American Indians  
**BASIC ANALYTICAL PARAGRAPH FRAME/OUTLINE Key**

**Focus Question:** What actions did the Europeans take during the colonial period and how did the Tuscarora respond?

**Thesis statement:**

*During the colonial period the Europeans attacked the Tuscarora and the Tuscarora fought back.*

**Evidence (Category) 1:**

*Settlers destroyed the Tuscarora village of Chattawka, cheated Indians in trading, would not allow them to hunt near their plantations and took away their game, arms, and ammunition.*

**Evidence (Category) 2:**

*In response, the Tuscarora attacked several settlements.*

**Evidence (Category) 3:**

*This led to the Tuscarora War during which 950 Tuscarora Indians were killed or captured and sold into slavery.*

**Analysis:**

*Because of the decrease in numbers the Tuscarora Indians decided to move to lands not yet settled by the Europeans.*

**Concluding statement:**

*In conclusion, the Tuscarora resisted the European attacks but ultimately ended up giving up their land.*

During the colonial period the Europeans attacked the Tuscarora and the Tuscarora fought back. Settlers destroyed the Tuscarora village of Chattawka, cheated Indians in trading, would not allow them to hunt near their plantations and took away their game, arms, and ammunition. In response, the Tuscarora attacked several settlements. This led to the Tuscarora War during which 950 Tuscarora Indians were killed or captured and sold into slavery. Because of the decrease in numbers the Tuscarora Indians decided to move to lands not yet settled by the Europeans. In conclusion, the Tuscarora resisted the European attacks but ultimately ended up giving up their land.